

Examining an Argument

Lesson Preparation

Daily Lesson 8	WRITING	
	TEKS	Ongoing TEKS
	E1.16B,C E1.17B	E1.13A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience. <p>— Why is it important to write in order to persuade an audience?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Counter-argument Subjunctive mood 	
Materials	<ul style="list-style-type: none"> Writer's Notebook (1 per student) Sample argumentative essay from Daily Lesson 07 Highlighter (different color from previous) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Consideration of Information (1 per group) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Identify use of subjunctive mood (if applicable) in the sample argumentative essay. Prepare additional examples for students if needed. 	
Background Information	<p>Counter-argument – when the author turns against his/her argument to challenge it and then turns back to re-affirm it. It is an objection to the objection, used to strengthen the author's position.</p> <p>Subjunctive mood – a verb mood expressing a wish or command, or a hypothetical or anticipated condition (e.g., <i>if I were finished eating, I would go to the party</i>)</p>	
Teacher Notes		

Instructional Routines

Daily Lesson 8	WRITING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students plan for a range of views in argument essay by considering audience, purpose, logical and emotional appeals, counter-argument, and call to action.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Instruct students to reread the argumentative text from Daily Lesson 7. Ask: Who was the intended audience? Discuss responses as students highlight the sentences that provide them insight as to the intended audience. Ask: How does the author capture the audience's attention to begin his argument? Discuss responses. 2. Direct students to bracket sentences that create a response from the audience. Ask: How did the author effectively use logical support and rhetorical devices in order to persuade the reader? Discuss responses. 3. Ask: Did the author include any counter-arguments? Discuss responses. Have students circle the counter-arguments and the author's response. 4. Introduce the subjunctive mood which is used to express doubts, wishes, and possibilities that are contrary to fact at present. Ask: Are there any places in the text where the author uses the subjunctive mood to underscore his point? If not, where would it be appropriate? Discuss responses. 5. Have students underline the author's call to action. Ask: What does the author want the audience to do after reading the selection? Discuss responses. 6. Distribute Handout: Consideration of Information so that groups can review the whole range of information and views on their topic. 7. Remind students to use the table created for Daily Lesson 07 in their Writer's Notebook in order to complete the Handout: Consideration of Information.
Learning Applications	<ol style="list-style-type: none"> 1. In Collaborative Groups, students complete Handout: Consideration of Information for their topic.
Closure	<ol style="list-style-type: none"> 1. Ask: How does reviewing this information better prepare you to persuade and audience through an argumentative essay? Discuss responses.